Eventually, you will categorically discover a additional experience and ability by spending more cash. nevertheless when? accomplish you believe that you require to get those every needs afterward having significantly cash? Why dont you attempt to acquire something basic in the beginning? Thats something that will guide you to understand even more approaching the globe, experience, some places, in imitation of history, amusement, and a lot more?

It is your entirely own times to produce a result reviewing habit. in the midst of guides you could enjoy now is nature of expertise below.

writing in the academy, this unique volume

The Nature of Expertise - Micheline T.H. Chi - 2014-01-02
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Academic Literacy and the Nature of Expertise - Cheryl Geisler - 2013-11-05
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covers educational research on reading and writing, rhetorical research on writing in the disciplines, cognitive research on expertise in ill-defined problems, and sociological and historical research on the professions. The author produced this volume as a result of a research program aimed at understanding the relationship between two concepts -- literacy and expertise -- which traditionally have been treated as quite separate phenomena. A burgeoning literature on reading and writing in the academy has begun to indicate fairly consistent patterns in how students acquire literacy practices. This literature shows, furthermore, that what students do is quite distinct from what experts do. While many have used these results as a starting point for teaching students "how to be expert," the author has chosen instead to ask about the interrelationship between expert and novice practice, seeing them both as two sides of the same project: a cultural-historical "professionalization project" aimed at establishing and preserving the professional privilege. The consequences of this "professionalization project" are examined using the discipline of academic philosophy as the "site" for the author's investigations. Methodologically unique, these investigations combine rhetorical analysis, protocol analysis, and the analysis of classroom discourse. The result is a complex portrait of how the participants in this humanistic discipline use their academic literacy practices to construct and reconstruct a great divide between expert and lay knowledge. This monograph thus extends our current understanding of the rhetoric of the professions and examines its implications for education.
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Surpassing Ourselves - Carl Bereiter - 1993
Expertise arouses fears of a society ruled by an elite of specialists in white coats, or else it arouses derision because of the ineffectual bumbling of the so-called 'experts.' In Surpassing Ourselves, Bereiter and Scardamalia demonstrate that these stereotypes of expertise are false. Drawing upon the latest research in cognitive psychology, they show that expertise is something other than training, experience, knowledge, or formal qualifications. Many individuals acquire all these without ever becoming experts, while some beginners, even schoolchildren, already approach problems in an 'expertlike' fashion. Expertise is a process of progressive problem-solving in which people continuously rethink and redefine their tasks. A future 'expert society' will not be a heaven in which all problems have disappeared, but a realistic utopia in which endless problem-solving will be a highly-valued part of life. Progressive problem solvers stay healthier, live longer, and experience the intense mental pleasure known as 'flow'. They repeatedly go beyond their well-
surpass themselves by reformulating problems at new and more complex levels. They are able to transform insoluble predicaments into soluble problems, to the benefit of everyone. Yet many of our present institutions, especially the schools, penalize expertise instead of cultivating it.

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**Engineering Nature** - Jessica B. Teisch - 2011
Focusing on globalization in the late nineteenth and early twentieth centuries, Jessica Teisch examines the processes by which American water and mining engineers who rose to prominence during and after the California Gold Rush of 1849 exported the United

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**How People Learn** - National Research Council - 2000-08-11
First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

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The Nature of Expertise in Senior Executives - Elisabeth Kimball - 1995

Greater knowledge and transparency are often promoted as the keys to solving a widearray of governance problems. In Instituting Nature, Andrew Mathews describes Mexico’s efforts over the past hundred years to manage its forests through forestry science and biodiversity conservation. He shows that transparent knowledge was produced not by official declarations or scientists' expertise but by encounters between the relatively weak forestry bureaucracy and the indigenous people who manage and own the pine forests of Mexico. Mathews charts the performances, collusions, complicity, and evasions that characterize the forestry bureaucracy. He shows that the authority of forestry officials is undermined by the tension between local realities and national policy; officials must juggle sweeping knowledge claims and mundane concealments, ambitious regulations and routine rule breaking. Moving from government offices in Mexico City to forests in the state of Oaxaca, Mathews describes how the science of forestry and bureaucratic practices came to Oaxaca in the 1930s and how local environmental and political contexts set the stage for local resistance.
Het tells how the indigenous Zapotec people learned the theory and practice of industrial forestrypeople as employees and then put these skills to use when they become the owners and managers of the area's spine forests—eventually incorporating forestry into their successful claims for autonomy from the state. Despite the apparently small scale and local contexts of this balancing act between the power of forestry regulations and the resistance of indigenous communities, Mathews shows that it has large implications—for how we understand the modern state, scientific knowledge, and power and forthe global carbon markets for which Mexican forests might become valuable. The hardcover edition does not include a dust jacket.

The Cyclical Nature of Expertise Development - Robin S. Grenier - 2006

The paper examines the development of expertise and the multidimensional forces at work in the process. A qualitative study involving 12 participants at four museums found that expertise development is a cyclical and fluid process and impacted by content, context, and audience. Two areas comprised the focus of this research: (1) the process of expertise development, and (2) the factors influencing the development of expertise. (Contains 1 figure.).

The Science of Expertise - David Z. Hambrick - 2017-09-22

Offering the broadest review of psychological perspectives on human expertise to date, this volume covers behavioral, computational, neural, and genetic approaches to understanding complex skill. The chapters show how performance in music, the arts, sports, games, medicine, and other domains reflects basic traits such as personality and intelligence, as well as knowledge and skills acquired through training. In doing so, this book moves the field of expertise beyond the duality of "nature vs. nurture" toward an integrative understanding of complex skill. This book is an invaluable resource for researchers and students interested in expertise, and for professionals seeking current reviews of psychological research on expertise.

The Psychology of Expertise - Robert R. Hoffman - 2012-12-06

Experts, who were the sole active dispensers of certain kinds of knowledge in the days before AI, have now often assumed a rather passive role. They relay their knowledge to various novices, knowledge engineers, experimental psychologists or cognitivist - or other experts! - involved in the development and understanding of expert systems. This book achieves a perfect marriage between experimentalists and theoreticians who deal with expertise. It tries to establish the benefits to society of an advanced technology for representing and disseminating the knowledge and skills of the best corporate managers, the most seasoned pilots, and the most renowned medical diagnosticians. This book interests psychologists as well as all those out in the trenches developing expert systems, and everyone pondering the nature of expertise and the question of how it can be studied scientifically. Its scope, the pivotal concepts which it elucidates and brilliantly summarizes and appraises in the final chapter, as well as the references it includes, make this book a landmark in the field.
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The Death of Expertise - Tom Nichols - 2017-02-01
Technology and increasing levels of education have exposed people to more information than ever before. These societal gains, however, have also helped fuel a surge in narcissistic and misguided intellectual egalitarianism that has crippled informed debates on any number of issues. Today, everyone knows everything: with only a quick trip through WebMD or Wikipedia, average citizens believe themselves to be on an equal intellectual footing with doctors and diplomats. All voices, even the most ridiculous, demand to be taken with equal seriousness, and any claim to the contrary is dismissed as undemocratic elitism. Tom Nichols' The Death of Expertise shows how this rejection of experts has occurred: the openness of the internet, the emergence of a customer satisfaction model in higher education, and the transformation of the news industry into a 24-hour entertainment machine, among other reasons. Paradoxically, the increasingly democratic dissemination of information, rather than producing an educated public, has instead created an army of ill-informed and angry citizens who denounce intellectual achievement. When ordinary citizens believe that no one knows more than anyone else, democratic institutions themselves are in technocracy or, in the worst case, a combination of both. An update to the 2017 breakout hit, the paperback edition of The Death of Expertise provides a new foreword to cover the alarming exacerbation of these trends in the aftermath of Donald Trump's election. Judging from events on the ground since it first published, The Death of Expertise issues a warning about the stability and survival of modern democracy in the Information Age that is even more important today.
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Section I examines historical philosophical
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and what such expertise warrants. Finally,
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court room, in the hospital room, in the media,
and in making policy. 2. A GUIDED HISTORICAL
TOUR As Scott LaBarge points out, Plato’s
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Socrates’ protestations (the Oracle at Delphi
notwithstanding) that he knows nothing, LaBarge
observes that it would be interesting to
determine both what a Socratic theory of moral
expertise might be and whether Socrates
qualified as such an expert. Plato’s model of
moral expertise is what LaBarge calls
“demonstrable expertise”, which is concerned
mainly with the ability to attain a goal and to
explain how one did it. The problem with this
account is that when one tries to solve the
various problems in the model - for example,
allowing that moral expertise is not an all-or-
nothing skill - then one is immediately faced with
the “credentials problem”. As LaBarge puts it, “. . .
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Ethics Expertise - Lisa Rasmussen - 2006-01-17
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the current institution of bioethics. Section II
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Expertise in Context - Paul J. Feltovich - 1997
Computerized “expert systems” are among the
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But what is expertise? The nature of knowledge
and expertise, and their relation to context, is the
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and other cognitive scientists. The questions
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**Peak - Anders Ericsson - 2016-04-05**

“This book is a breakthrough, a lyrical, powerful,
science-based narrative that actually shows us
how to get better (much better) at the things we
care about.”—Seth Godin, author of Linchpin

“Anyone who wants to get better at anything
should read [Peak]. Rest assured that the book is
not mere theory. Ericsson’s research focuses on
the real world, and he explains in detail, with
examples, how all of us can apply the principles
of great performance in our work or in any other
part of our lives.”—Fortune Anders Ericsson has
made a career studying chess champions, violin
virtuosos, star athletes, and memory mavens.
Peak distills three decades of myth-shattering
research into a powerful learning strategy that is
fundamentally different from the way people
traditionally think about acquiring new abilities.
Whether you want to stand out at work, improve
your athletic or musical performance, or help
your child achieve academic goals, Ericsson’s
revolutionary methods will show you how to
improve at almost any skill that matters to you.
“The science of excellence can be divided into
two eras: before Ericsson and after Ericsson. His
groundbreaking work, captured in this brilliantly
useful book, provides us with a blueprint for
achieving the most important and life-changing
work possible: to become a little bit better each
day.”—Joshua Foer, author of Moonwalking with Einstein

**Cognitive Training - Tilo Strobach - 2016-11-16**

This book brings together a cutting edge
international team of contributors to critically
review the current knowledge regarding the
effectiveness of training interventions designed
to improve cognitive functions in different target
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This book was the first handbook where the world's foremost 'experts on expertise' reviewed our scientific knowledge on expertise and expert performance and how experts may differ from non-experts in terms of their development, training, reasoning, knowledge, social support, and innate talent. Methods are described for the study of experts' knowledge and their performance of representative tasks from their domain of expertise. The development of expertise is also studied by retrospective interviews and the daily lives of experts are studied with diaries. In 15 major domains of expertise, the leading researchers summarize our knowledge on the structure and acquisition of expert skill and knowledge and discuss future prospects. General issues that cut across most domains are reviewed in chapters on various aspects of expertise such as general and practical intelligence, differences in brain activity, self-regulated learning, deliberate practice, aging, knowledge management, and creativity.
book was a tasking from the Defense Science and activity, self-regulated learning, deliberate practice, aging, knowledge management, and creativity.

**Accelerated Expertise** - Robert R. Hoffman - 2013-08-15

Speed in acquiring the knowledge and skills to perform tasks is crucial. Yet, it still ordinarily takes many years to achieve high proficiency in countless jobs and professions, in government, business, industry, and throughout the private sector. There would be great advantages if regimens of training could be established that could accelerate the achievement of high levels of proficiency. This book discusses the construct of ‘accelerated learning.’ It includes a review of the research literature on learning acquisition and retention, focus on establishing what works, and why. This includes several demonstrations of accelerated learning, with specific ideas, plans and roadmaps for doing so. The impetus for the book was a tasking from the Defense Science and Technology Advisory Group, which is the top level Science and Technology policy-making panel in the Department of Defense. However, the book uses both military and non-military exemplar case studies. It is likely that methods for acceleration will leverage technologies and capabilities including virtual training, cross-training, training across strategic and tactical levels, and training for resilience and adaptivity. This volume provides a wealth of information and guidance for those interested in the concept or phenomenon of "accelerating learning”— in education, training, psychology, academia in general, government, military, or industry.

**Rethinking Expertise** - Harry Collins - 2008-09-15

What does it mean to be an expert? In Rethinking Expertise, Harry Collins and Robert Evans offer a radical new perspective on the role of expertise in the practice of science and the public evaluation of technology. Collins and Evans present a Periodic Table of Expertises based on the idea of tacit knowledge—knowledge that we have but cannot explain. They then look at how some expertises are used to judge others, how laypeople judge between experts, and how credentials are used to evaluate them. Throughout, Collins and Evans ask an important question: how can the public make use of science and technology before there is consensus in the scientific community? This book has wide implications for public policy and for those who seek to understand science and benefit from it. “Starts to lay the groundwork for solving a critical problem—how to restore the force of technical scientific information in public controversies, without importing disguised political agendas.”—Nature “A rich and detailed ‘periodic table’ of expertise . . . full of case studies, anecdotes and intriguing experiments.”—Times Higher Education Supplement (UK)
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The Nature of Expertise in Aesthetic Judgment - Carol Monroe Myford - 1989

The Nature of Expertise in Aesthetic Judgment - Carol Monroe Myford - 1989

Design Expertise - Bryan Lawson - 2013-10-11
Design Expertise explores what it takes to become an expert designer. It examines the perception of expertise in design and asks what knowledge, skills, attributes and experiences are necessary in order to design well. Bryan Lawson and Kees Dorst develop a new model of design expertise and show how design expertise can be developed. This book is designed for all students, teachers, practitioners and researchers in architecture and design. To enable all readers to explore the book in a flexible way, the authors’ words are always found on the left hand page. On the right are diagrams, illustrations and the voices of designers, teachers and students and occasionally others too. 'Design Expertise' provides a provocative new reading on the nature of design and creative thought.

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Environmental Expertise - Esther Turnhout - 2019-02-21
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The Crisis of Expertise - Gil Eyal - 2019-10-24
In recent political debates there has been a significant change in the valence of the word “experts” from a superlative to a near pejorative, typically accompanied by a recitation of experts’ many failures and misdeeds. In topics as varied as Brexit, climate change and vaccinations there is a palpable mistrust of experts and a tendency to dismiss their advice. Are we witnessing, therefore, the “death of expertise,” or is the handwringing about an “assault on science” merely the hysterical reaction of threatened elites? In this new book, Gil Eyal argues that what needs to be explained is not a one-sided “mistrust of experts” but the two-headed pushmepullyu of unprecedented reliance on science and expertise, on the one hand, coupled with increased suspicion, skepticism and dismissal of scientific findings, expert opinion or even whole branches of investigation, on the other. The current mistrust of experts, Eyal argues, is best understood as one more spiral in an on-going, recursive crisis of legitimacy. The “scientization of politics,” of which critics warned in the 1960s, has brought about a politicization of science, specifically of regulatory and policy science, and the two processes reinforce one another in an unstable, crisis-prone mixture. Eyal demonstrates that the strategies designed to respond to the crisis - from an increased emphasis on inclusion of laypeople and stakeholders in scientific research and regulatory decision-making to approaches seeking to generate trust by relying on objective procedures such as randomized controlled trials (RCTs) - end up exacerbating
demonstrate that these stereotypes of expertise one another. This timely book will be of great interest to students and scholars in the social sciences and to anyone concerned about the political uses of, and attacks on, scientific knowledge and expertise.

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**Surpassing Ourselves** - Carl Bereiter - 1993

"Expertise arouses fears of a society ruled by an elite of specialists in white coats, or else it arouses derision because of the ineffectual bumbling of the so-called 'experts.'" In Surpassing Ourselves, Bereiter and Scardamalia demonstrate that these stereotypes of expertise are false. Drawing upon the latest research in cognitive psychology, they show that expertise is something other than training, experience, knowledge, or formal qualifications. Many individuals acquire all these without ever becoming experts, while some beginners, even schoolchildren, already approach problems in an 'expertlike' fashion." "Expertise is a process of progressive problem-solving in which people continuously rethink and redefine their tasks. A future 'expert society' will not be a heaven in which all problems have disappeared, but a realistic utopia in which endless problem-solving will be a highly-valued part of life." "Progressive problem solvers stay healthier, live longer, and experience the intense mental pleasure known as 'flow'. They repeatedly go beyond their well-learned procedures, avoid getting into ruts, and surpass themselves by reformulating problems at new and more complex levels. They are able to transform insoluble predicaments into soluble problems, to the benefit of everyone. Yet many of our present institutions, especially the schools, penalize expertise instead of cultivating it."--

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**Dewey’s Laboratory School** - Laurel Tanner - 1997

Laurel Tanner examines closely the practices and policies of Dewey’s Laboratory School from their inception to the current day. Dewey’s Laboratory School: Lessons for Today provides a wealth of practical guidance on how schools today can introduce Deweyian reforms the way they were originally—and successfully—practiced. It is filled with fascinating excerpts from the school’s teachers’ reports and other original documents. It will be an indispensable text in graduate courses in foundations, curriculum and instruction, early childhood education, instructional supervision, and philosophy of education and for professors, researchers, and general readers in these fields. Selected Topics: Dewey’s Developmental Curriculum—An Idea for the Twenty-First Century • Dewey’s School as a Learning Community • What Have We Learned from Dewey’s School? • Looking at Reform the Dewey Way “The most readable account published of Dewey’s Laboratory School and its lessons for American schools today.” —Elliott W. Eisner, Chair, Curriculum Studies and Teacher Education, Stanford University School of Education “In this fascinating account of the Dewey School, we can almost imagine ourselves as teachers in those fabled classrooms.” —Vivian Gussin Paley, Author and teacher “Laurel Tanner has written the book we should have had decades ago.” —John I. Goodlad, Co-Director, Center for Educational Renewal and President, Institute for Educational Inquiry “Tanner highlights what can be learned today from the setbacks and successes of John Dewey and the teachers at the [Laboratory School at the] University of Chicago.” —Lilian G. Katz, Director, ERIC Clearinghouse on Elementary and Early Childhood Education

**Cognitive Functioning and Social Structure Over the Life Course** - Carmi Schooler - 1987

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**Expertise At Work** - Peter Herriot - 2020-11-26

Employees' expertise and competence are among the important success factors of today's work organizations. This special issue focuses on expertise and excellent performance within work settings, addressing questions such as: How do excellent performers proceed when accomplishing work tasks? Which strategies do they use? Which aspects of knowledge and behaviour are crucial for excellent work performance? How can you identify, select, and train excellent performers? Expertise at Work
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Experts - Nico Stehr - 2011-02-25
In this book, Stehr and Grundmann outline the theoretical significance and practical importance of the growing stratum of experts, counsellors and advisors in contemporary society. They argue that these experts perform knowledge based activities that mediate between the context of knowledge creation and application. Existing approaches tend to restrict the role of the expert to scientists, or to conflate the roles of professionals with experts. In avoiding such restrictions, this book sets out a framework to understanding the growing role of expertise in a better way.

On the Nature of Expertise in Family Therapy - Sophia Bilicki Holmes - 2009

The Paradoxical Brain - Narinder Kapur - 2011-07-21
The Paradoxical Brain focuses on a range of phenomena in clinical and cognitive neuroscience that are counterintuitive and go against the grain of established thinking. The book covers a wide range of topics by leading researchers, including: Superior performance after brain lesions or sensory loss, Return to normal function after a second brain lesion in neurological conditions, Paradoxical phenomena associated with human development, Examples where having one disease appears to prevent the occurrence of another disease, Situations where drugs with adverse effects on brain functioning may have beneficial effects in certain situations. A better understanding of these interactions will lead to a better understanding of brain function and to the introduction of new therapeutic strategies. The book will be of interest to those working at the interface of brain and behaviour, including neuropsychologists, neurologists, psychiatrists and neuroscientists.

The Psychology of Abilities, Competencies, and Expertise - Robert Jeffrey Sternberg -
What makes an expert? Do gifted children really exist? How do musicians differ from non-musicians? In exploring questions like these, Gobet provides a comprehensive overview of the field of expertise. With research from psychology, neuroscience, sociology, artificial intelligence and philosophy, this is the best possible guide to the subject.
Planning for the Planet - Simone Schleper - 2019-07-01
In the 1960s and 1970s, rapidly growing environmental awareness and concern not only led to widespread calls for new policies, but also created unprecedented demand for ecological expertise. This led to novel challenges for advocacy groups such as the International Union for the Conservation of Nature, which had to navigate rival scientific approaches, Cold War politics, and decolonization in their efforts to integrate the study and protection of nature into international policymaking. This book reveals how, despite their vast scientific knowledge and attempts to incorporate socially relevant themes, experts inevitably struggled to make conservation a central part of environmental politics within intergovernmental organizations like the United Nations.

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Expertise, Communication, and Organizing - Jeffrey W. Treem - 2016-09-05
Expertise is an intriguing construct. Though it is highly desired, it is commonly characterized by exclusivity or being something esoteric making it both seemingly difficult to acquire and understand. This opaqueness surrounding the nature of expertise in organizational contexts is coupled with greater demands for specialized work and employees' increased reliance on communication technologies to complete tasks - trends that further complicate the evaluation of workers' knowledge and abilities. This volume draws upon original works, from scholars of diverse backgrounds, to explore how recent changes in the structure of organizational life have altered the nature of expertise. Specifically, this book aims to challenge the perspective that organizational expertise exists to be recognized and utilized, and offers an alternative lens that views expertise as emergent and constituted in communication among organizing actors. Examining the intersection of communication and expertise, within and across different contexts of organizing, offers new insights into the discursive, material, and structural influences that contribute to an understanding of expertise. This book offers a comprehensive view of organizational expertise by presenting theoretical frameworks for the study of expertise, providing reviews of how the study of expertise has evolved, applying perspectives on expertise to different domains of organizational practice, and presenting new directions for the study of the intersection of expertise, communication, and organizing. The result is a treatment that considers expertise in diverse forms and across a variety of contexts of organizing, and in doing so provides valuable content to researchers from multiple disciplinary backgrounds.
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